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ABSTRACT

This guide examines the Berlin Airlift (1948-49) as a 3 component initiative consisting of an educational video report, a "Learner's Guide," and an Internet Web site. These three components were developed by Children's Express at Maryland Public Television in accordance using the national history standards to enrich existing curricula. The 30-minute video report utilizes the Berlin Blockade and Airlift and its 1998 commemoration ceremonies as a vehicle for introducing middle and high school students to the Cold War, its genesis, and its impact. The video uses a team of young reporters to weave a narration that, coupled with extensive archival footage, engages and challenges the minds of students and encourages them to explore this learning experience outside the classroom. The Learner's Guide contains suggestions for its use, information about the video, illustrations and key events in post-World War II Germany between 1945 and 1949, questions for students to answer in class, and outside assignments. A bibliography lists books and Internet Web sites. There is a separate "Teacher to Teacher" section (by Joseph J. Browne) and a "Student to Student" section (by Daniel Ornstein). (BT)

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The Berlin Airlift

Reporting History with Children's Express

ED 460 913

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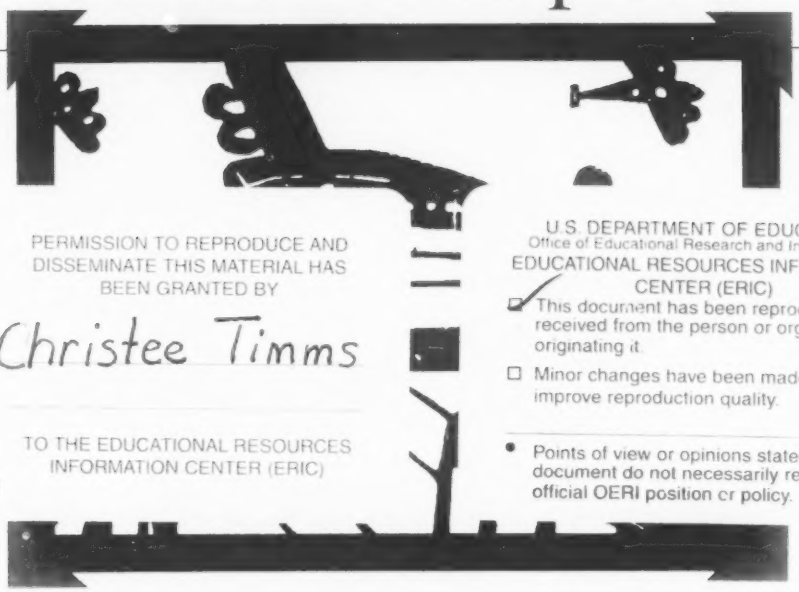

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Learner's Guide

An educational resource for students in middle and high school

Bolthead Communications Group, Inc.

CHILDREN'S EXPRESS
BY CHILDREN FOR EVERYBODY

John F. Kennedy Schule, Berlin

WETA

MPT
Maryland Public Television

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Reporting History with Children's Express

The Berlin Airlift: Reporting History with Children's Express is a production of the Reporting History Project with Children's Express, a collaborative effort by:

- **Children's Express**, an international news service reported and edited by students that uses journalism to give young people a significant voice in world affairs.

  CE Washington Bureau
  Marcella Daniel
  Daniel Ornstein
  Matthew Chen

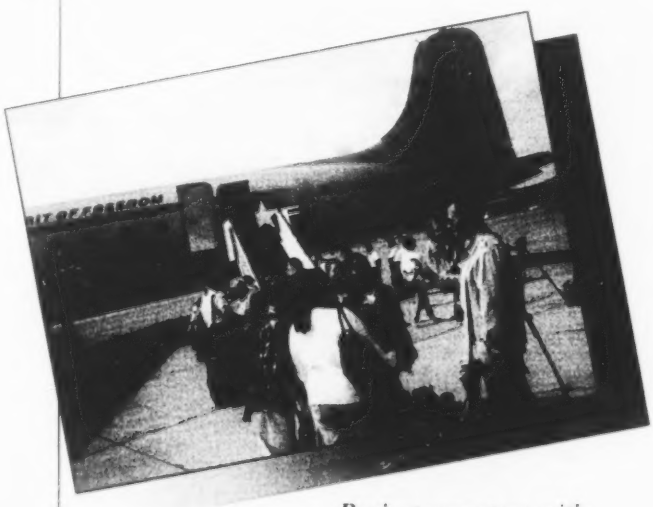
  CE London Bureau
  Momtaz Begum-Hossein
  Salomey Ainoo

- **The John F. Kennedy Schule**, a German-American public school in Berlin which, since 1963, has provided a bilingual, bicultural education for Germans, Americans, and other nationalities in kindergarten through high school.
  David Fleischhacker
  Wickraman Purushothaman
  Anke Schaffartzik
  Svenja Bruch-Wyman
  Eva Schlarb
  Lea Barrie

- **Bolthead Communications Group, Inc.**, an independent television and film production company that has produced a wide range of television documentaries, including several related to the history of Germany in the twentieth century.

Project advisors

- Robert L. Bisi, Washington Bureau Director for Children's Express
- Andy Hamflett, project coordinator for Children's Express London Bureau
- Joseph L. Browne, Ph.D., history teacher at the John F. Kennedy Schule
- Robert E. Frye, President of Bolthead Communications, Inc. and Executive Producer and Creator of the Reporting History Project with Children's Express



Project reporters with Executive Producer at the ***Spirit of Freedom****, a restored C-54 Skymaster like those used in the Airlift, June 1998*

NOTES TO TEACHERS

The Berlin Airlift: Reporting History with Children's Express presents a compelling look at one of the pivotal events of the Cold War – when American, British, and French Allies joined together to bring supplies to the western zones of Berlin, deep within Russian-controlled territory. The half-hour video consists of interviews, news footage, and student commentary, conceived by an international group of high school students in Washington, D.C., London, England, and Berlin, Germany.

The activities suggested in this *Learner's Guide* are often open-ended, encouraging your students to develop their own skills in historical analysis and interpretation as the student reporters have done in working on this project. The activities are grouped according to the four sections of the video, and feature a major project (The Lead Story) and several related activities (Sidebars) for each section.

We encourage you to select or adapt activities from this guide based on your students' needs and abilities.
Some suggested uses include:

- in history courses, as a centerpiece in your study of the early years of the Cold War
- as an introduction to a history course in which you plan to use inquiry-oriented projects such as those found in this guide
- as an introduction to a major research project in a social studies or English class
- as a unit in an international affairs or diplomacy course

Some suggestions about using the Guide

Comments from the project reporters who participated in the video are listed in italics.

In looking back at the history of the Berlin Airlift, project reporters often viewed the situation as detectives would — gathering evidence and investigating before drawing conclusions. You might want to introduce this method of research before beginning your work with the Learner's Guide.

There are some terms and techniques that you might need to introduce or review with students before they begin working with the guide. They include:

- brainstorming
- open ended discussion
- primary source information
- secondary source information
- hypothesis
- analogy

This Learner's Guide was designed to accompany the video
The Berlin Airlift: Reporting History with Children's Express
The video and the guide are two of the educational outreach components of the new PBS special, *The Berlin Airlift.*

Major support for this project is provided by Daimler-Benz and Mobil
with additional support from
the German Information Center, Checkpoint Charlie Foundation, and RIAS Berlin Commission

About the video

The Berlin Airlift: Reporting History with Children's Express tells the story of this crucial Cold War event through the eyes of the people who actually lived it.

Through these eyewitnesses to history we learn how the growing conflicts between the Allied Powers, victorious in World War II, escalated until the Soviet Union closed all land routes to the U.S., French, and British sectors of Berlin, deep in the Russian-controlled eastern Germany. We follow the story as the western Allies unite to mount a massive airlift to bring supplies to their sectors of the beleaguered city. Most importantly, we look at the effect the Airlift had on the people who made it possible, and the people for whom it literally meant the difference between life and death.

The Berlin Airlift: Reporting History with Children's Express is not a typical classroom video. For one thing, this video was conceived by students for students, and it reflects the concerns, experiences, and above all, the research of three groups of students located in Washington, D.C., London, and Berlin.

It is different in another way too. It represents a model of students "doing" history, a model we hope other students and teachers will try themselves. This is a kind of procedure that you may have encountered in your science or history classes as the "scientific" or "historical" method. In reality, what we did never seemed so orderly as it does in your textbooks or here on this page.

- We started with questions about events in Berlin in 1948 and 1949 and how those events influence Berlin - and the world - today
- We looked for sources of information. In this case, because the event was "only" fifty years ago, we found people who were participants and observers, but we also soon realized that going to libraries and museums was necessary as well.
- We refined our questions. Some of our original questions were not very effective or relevant, and we learned from our interviewees that we sometimes failed to ask the most important questions.
- We formed ideas about what happened and why. This was the hardest part, but gradually, we began to see patterns and could draw conclusions.
- We began to discuss how to combine the ideas that each of the three groups had developed. This was difficult, too, because we found that our different backgrounds, nationalities, and interview subjects had led us to form different conclusions.
- From those discussions we developed a story-plan, which was, in effect, our interpretation of the Berlin Blockade and Airlift. We found that our interpretation differed from some of our textbooks because we put more emphasis on the feelings of the people involved.
- We began to look at many hours of tapes, from which emerged the final version produced and edited in collaboration with Bolthead Communications, Inc.

In looking at history as historians, we had no more to work with than students in many schools would have available or could find or create:

- curiosity about a past event — the blockade of a city of 2.5 million people and the attempt to feed them entirely by an airlift
- a growing list of questions — the usual ones generally beginning with: who, what, when, where, how, and the tough one: why?
- the names of people who were there, who knew something or somebody who was there, or who made decisions for the people who were there

- equipment: We had a camcorder, a VCR, and some tapes. However, the equipment is not as important as the methods we used.
- other sources: textbooks, libraries, teachers, historians, and the Internet. We found that our interviewees did not always remember or know about what we wanted to know.
- some like-minded students in other parts of the world who had a similar project in mind. For this communication, e-mail was essential.

The Reporting History Project Team invites you to join us in a different way of learning about the past. We would like you to evaluate our interpretation, and we hope that you begin to ask your own questions about the Berlin Blockade, the Cold War, and other events of the past. Most of all, we hope that you will want to interpret past events too.
Good luck!

– The Reporting History Project Team

What We Learned About Studying the Past

We think that students and teachers enjoy the study of history most when they work with the basic raw materials of the past, whether they are artifacts, paintings, photographs or, as in this case, the memories of people we spoke to who lived through the Berlin Blockade of 1948.

We learned that understanding the activities and decisions of people in distant times and places is possible and fun to do if we can actually get to know those people in some sense. To meet and confront the Berliners, the airmen, and the decision-makers involved in the Blockade, we must, as Wickraman Purushothaman said, not only "convey bare facts, but also the emotions and feelings of that harsh and severe time."

We are convinced that we learned more about the past when we acted as historians ourselves. When we ask our own questions about how people survived the blockade or how the airmen coped with the tension of difficult flying conditions, we really began to understand — and be able to interpret — the Blockade and Airlift and the Cold War of which it was such an important part.

When we studied history this way, we realized how much the interpretation of past events affected our understanding of both the past and the present. As Anke Schaffartzik put it, past events "follow us around until today." We interviewed some representatives of a generation that was deeply influenced by the events in Berlin in 1948 and 1949. We thought it was important to preserve their memories of those years. We also realized that their beliefs and values formed in the difficult months of the Berlin Blockade and Airlift still "follow us around" and influence presidents and chancellors and ordinary people alike.

This piece of art is one of many created by the children of Berlin who lived there during the Blockade and Airlift.
This work was done by Erica Reichelt, age 13.
From *Luftbrücke Berlin*, published by the Berlin Magistrate

Key Events

- **May 1945**
  Germany surrenders, ending World War II in Europe
- **July 1945**
  Potsdam Conference divides Germany and Berlin into four occupation zones (British, French, American and Russian)
- **June 18, 1948**
  Currency reform (the new deutschmark) introduced in British, French, and American zones
- **June 24, 1948**
  Russia begins complete blockade of land routes to western zones of Berlin

We have included a variety of projects in this guide that we thought you might enjoy doing in connection with viewing the video. They are arranged to go with each of the four parts of the video. The major project for each section is called "The Lead Story." Other important activities are called "Sidebars." Participating in some of these projects will help you get more involved in the process that we have especially enjoyed – being our own historians.

If you have not studied much about the World War II or the early years of the Cold War, you might want to try these projects before viewing the video.

– The Reporting History Project Team

Sidebar

What has happened to the city of Berlin in the years since 1945?

Participants: Small groups or class.
Procedure: Brainstorming is a good way to get everyone thinking about a topic. Everyone should say what comes to mind in answer to the question. Be sure to accept all answers and limit individual responses to 1 or 2 minutes.
Follow-up: Divide the events on your list among group members. Each member of the group should look up the event in their textbook or an encyclopedia and report back to the group with a one-sentence summary. You might want to organize the events in a time line, so be sure to note the date of each event.

Sidebar

How and why did Germany's boundaries change so often?

Participants: Individuals.
Materials: You will need to find copies of maps or descriptions of Germany's

(continues)

boundaries in 1919,1942, 1945, 1949, and 1991. You can use text books, atlases, encyclopedias, or other reference books. In addition, if you have Internet access, you can find some maps at these sites:

- http://www.hyperhistory.com/online_n2/History_n2/a.html (Germany 1914; Germany 1939 - 1945)
- http://ac.acusd.edu/History/ww2Index/picindexmapsi.html (Germany 1924)
- http://www.rootsweb.com/~wggerman/weim.htm (Germany 1918 - 1933)

By using a search engine, you can find other sources.

Procedure: Individuals could give oral reports to the class on one or more of the maps. Each student should try to give a brief answer to the question posed in the Sidebar.

Sidebar

Why is the 1945 map of Germany so unusual?

We thought you might want to look more closely at this map. Here are some questions we asked to help us understand it. You will probably add more of your own.

- Who were the Allies who defeated German in World War II?
- Why did they create "occupation zones" for themselves when the war was over?
- Why did they divide Berlin into four zones of occupation too?
- What conditions would be necessary for four countries to rule another country successfully?

Participants: Small groups or class.
Materials: Map on page 6
Procedure: Open-ended discussion. You may not know the answers to the questions above, but try making an "educated guess," or what historians call a hypothesis, a tentative but unproven answer. What you want to do is to discuss and argue about possible answers. Keep a list of your hypotheses. The video contains other information that may help you decide which hypothesis is best.

We think this is something like being a detective; you have to be patient and keeping looking for clues.

Follow-up: Individual students could do reports on topics such as:

- the decisions made at Yalta and Potsdam concerning Germany
- the Morgenthau Plan to divide Germany into several countries
- the Treaty of Versailles and the plan for Germany after World War I

The next projects could be done during and/or after viewing Part 1 of the video.

Sidebar

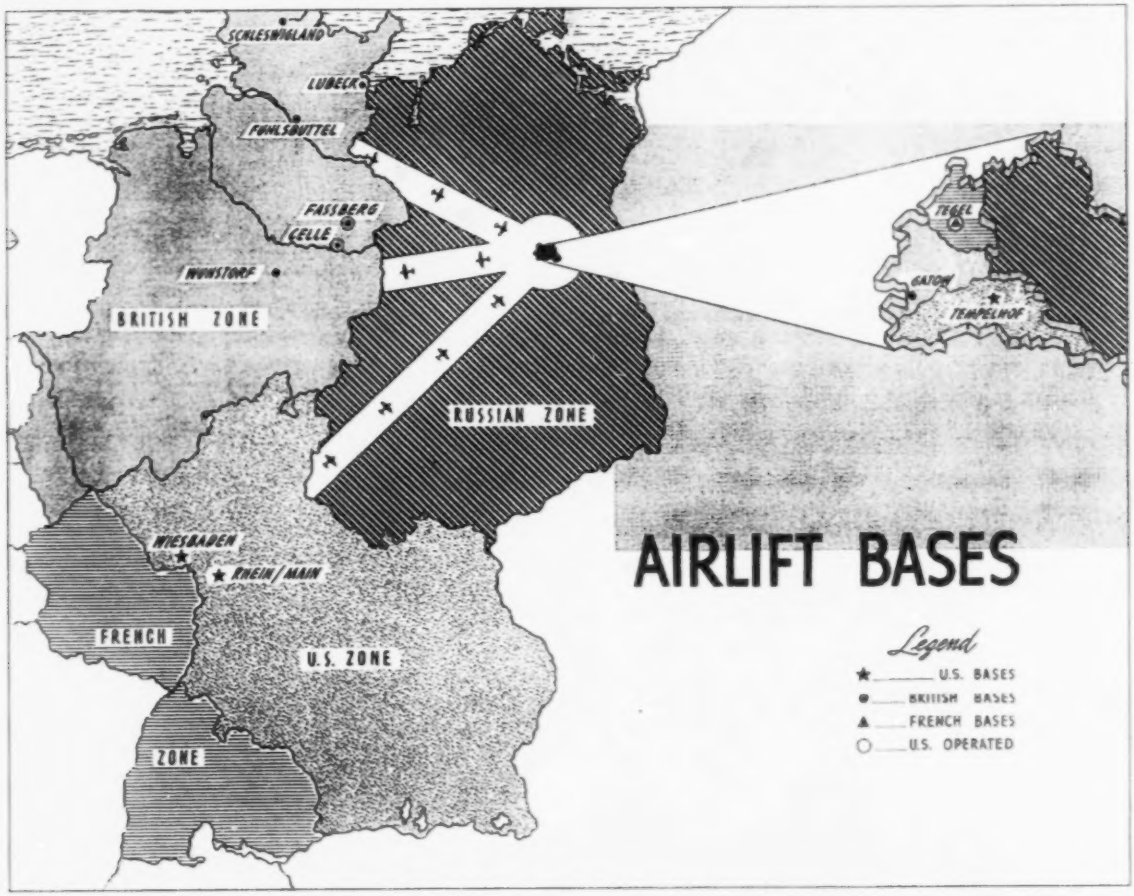
How can we evaluate the historical information we read, see, and hear?

We have found that historians (and detectives) must look at everything very critically, asking questions before they believe what they see or hear.

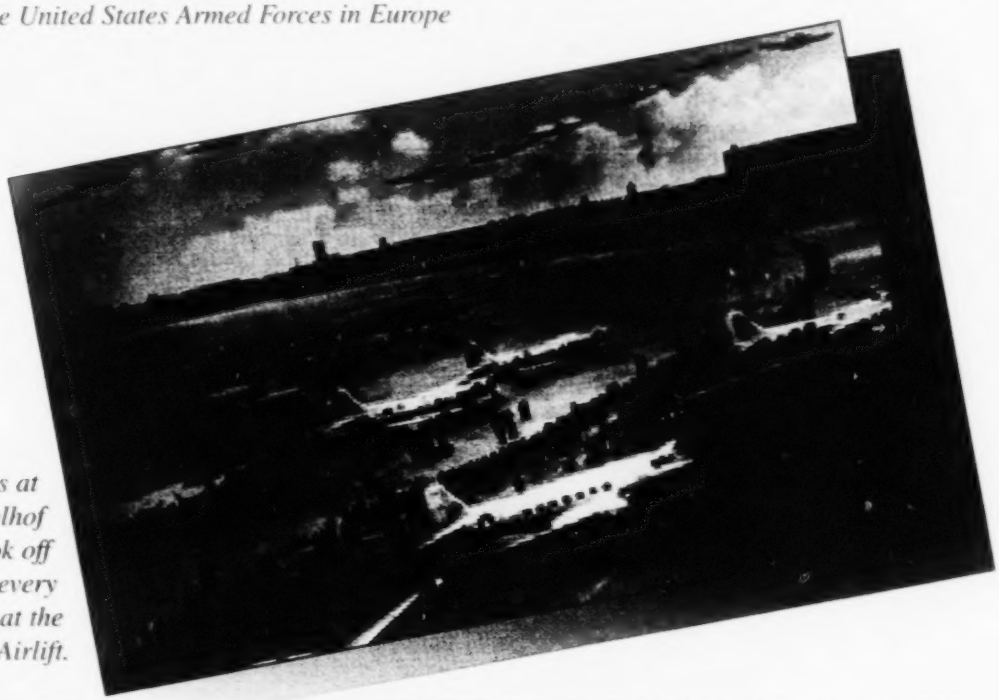
Participants: Class or small groups.
Procedure: Talk about the questions listed below in an open-ended discussion after you have watched Part 1 of the video. In this kind of discussion, you don't have to worry about finding correct answers. The purpose is to give you more experience in critical viewing and listening.

- Are interviews primary or secondary sources?
- What are the advantages of data collected from interviews? What are some disadvantages?
- Are some people who were interviewed more believable than others? Why?
- Were there any issues on which any interviewees disagreed with each other?

Follow-up: Keep these questions in front of you for viewing Part 2 of the video, and practice looking even more critically than you did in watching Part 1.



Courtesy of the United States Armed Forces in Europe



Planes at Tempelhof Airfield took off and landed every 90 seconds at the height of the Airlift.

Sidebar

How can we practice our critical viewing skills?

We think that viewing a video or film critically is actually more difficult than reading a book critically. No, that's not what most people think, but look at these questions, which you can use to evaluate what you see:

- Can you identify all these different kinds of sources in Part 1: interview data, interviewer comments and questions, narration, background music, still photographs, documents, old film, recently created film?
- Who were the people — some identified and some not — who created these separate sources within the video?
- What point of view did each want to convey?
- Which sources are primary? Which are secondary? How can you tell?

Participants: Small groups
Procedure: View a few minutes of Part 1 again. Each group should pick one of the features below and record every example of it they see in the video:

- Interviewer comments or questions
- Interviewee responses
- Background music
- Still photographs
- Old news footage
- Recently-created footage

Then each group should answer these questions:

- Which sources are primary? Which are secondary? How can you tell?
- What point of view is conveyed by each source?
- Which sources expressed facts? Which expressed opinions? How can you tell? Can you tell who created each source?

Follow-up: In Part 2, try listing every new source of an image or sound for just a one or two minute period of the video.

Top: *Young German girl*
Middle: *Reporters in front of the Brandenburg Gate, a symbol of both divided and united Germany, June 1998*
Bottom: *A planning session brings reporters from Washington, London, and Berlin together, June 1998*

THE LEAD STORY

Why did Stalin impose a blockade on the western zones of Berlin in 1948?

Participants: Individual, Small Group or Class.
Materials: Chart on Pages 9 and 10
Procedure: Analyze the information and quotations on the Chart, looking for clues to the answer to the main question this Sidebar asks.

There are many ways to organize this project:

- Each document could be assigned to a group to find reasons or clues.
- Small groups could study all the documents and then compare and debate their results.
- Individuals could prepare a written analysis.
- If your class has not had much experience with analyzing documents, perhaps you might want to do the first two sources together, and then assign the remaining documents to groups that would report to the class.

Analyzing documents is a lot like interviewing. You have to enter into a dialogue with Truman or Stalin. You have to ask them questions like:

- What were you implying that you really didn't say?
- Were you trying to hide something?
- What were you afraid of?
- Why have you changed your attitude?
- What do you really want?
- Does what you are saying have something to do with politics in your own country?

You will probably think of many more questions. Of course, Truman or Stalin can't answer, but you can probably guess at what some of their answers might be by forming hypotheses.

This is what we mean by analysis: taking apart what is said, and looking at it in every possible way. People often call this "reading between the lines" or "looking beneath the surface," or "looking for hidden meanings." Once again, we have realized how much all of this is like being a detective.

You might like to try some of these other activities in connection with this project:

- Use secondary sources in your library to find out more information about the people and events mentioned in the documents. Perhaps someone might become the "Truman expert" or the "Marshall Plan expert."
- Role play an interview with key people like Truman or Molotov. Your teacher might be willing to play those roles, while you practice your skills as an interviewer. Remember of course, that role-playing requires that you behave as people really would have at the time. Stalin, for example, would have required that questions be submitted in advance (if he agreed to an interview at all!). Even Truman and Churchill would have found ways to avoid answering questions that they did not want to answer.
- Don't forget that the purpose of all this analysis is to answer the question of why Stalin imposed a blockade. So be sure to discuss that issue in small groups or as a class. Everyone should have their hypotheses ready!

Follow-up: Compare your analysis and hypotheses with the hypotheses we have presented in the video.

THE LEAD STORY

Allies Plan Future of Germany at Potsdam

Churchill, Truman and Stalin at Potsdam

Churchill Denounces Soviet Iron Curtain

"From Stettin on the Baltic to Trieste on the Adriatic, an Iron Curtain has descended across the continent. Behind that line lie all the capitals of the ancient states of central and eastern Europe...all these famous cities and the populations around lie in the Soviet Sphere and all are subject... to a very high and increasing measure of control from Moscow...."

Winston Churchill, former British Prime Minister, 1940-1945, speaking in Fulton, Missouri, March 5, 1946, Congressional Record, 79th Congress, 2nd Session, A1146-7

Stalin Replies to Churchill

"The following circumstances should not be forgotten. The Germans made their invasion of the USSR through Finland, Poland, Rumania, Bulgaria, and Hungary.... the Soviet Union's loss of life has been several times greater than that of Britain and the United States of America put together.... And so what can be so surprising about the fact that the Soviet Union, anxious for its future safety, is trying to see to it that governments loyal in their attitude to the Soviet Union should exist in these countries?"

Joseph Stalin (Communist Party leader, 1929-1953, and Prime Minister, 1941-1951) replying to Churchill's speech in Pravda (Communist Party newspaper), 13 March, 1946

Britain and the U.S. Announce Economic Merger of Zones

"The carrying out of the Potsdam Agreement has...been obstructed by the failure to take the necessary steps to enable the German economy to function as an economic unit....The barriers between the four zones are far more difficult to surmount than those between normal independent states.

"The American government....has formally announced that it is its intention to unify the economy of its own zone with any or all of the other zones willing to participate in the unification. So far only the British Government has agreed to let its zone participate."

James Byrnes, U.S. Secretary of State, 1945-1946, speaking in Stuttgart, Germany, 6 September 1946, Department of State Bulletin, XV, 15 September 1946

THE LEAD STORY

Berlin's First Postwar Election

City of Berlin Election Results (all four zones) 1 October 1946

48.7% Social Democratic Party (committed to democracy)
22.2% Christian Democratic Party (committed to democracy)
19.8% Socialist Unity Party
(Communist Party and other parties in the Soviet zone forced by Russian authorities to join together with the Communists)
9.3% Liberal Democratic Party (committed to democracy)

US Announces European Recovery Act

The breakdown of the business structures of Europe during the war was complete. Recovery has been seriously retarded by the fact that two years after the close of hostilities a peace settlement with Germany and Austria has not been agreed upon.... the truth of matter is that Europe's requirements for the next three or four years of foreign food and other essential products — principally from America — are so much greater than her ability to pay.... It is logical that the United States should do whatever it is able to do to assist in the return of normal economic health....

***George C. Marshall**, U.S. Secretary of State (1947-1949), Speech at Harvard University, 5 June 1947, Department of State Bulletin, XVI, 15 June 1947, 1160*

USSR Denounces Marshall Plan for Europe

An important feature of this Plan is the attempt to confront the countries of Eastern Europe with a bloc of Western European States including Western Germany. The intention is to make use of Western Germany and German heavy industry (the Ruhr) as one of the most important economic bases for American expansion in Europe....

***Andrei Vyshinsky**, Soviet Ambassador to the United Nations, in a U.N. speech , 18 September 1947, United Nations, General Assembly, Official Records, Plenary Meetings, 18 September 1947, 86-88*

Currency Reform Announced for Western Zones

The first law of the reform of the German currency promulgated by the Military Governments of Great Britain, the United States, and France will go into effect on June 20. The old German currency is hearby invalidated. The new currency will be the deutschmark...."

Press release, June 18, 1948, printed in the Department of State Bulletin, June 27, 1948, 835

This piece of art is one of many created by the children of Berlin who lived there during the Blockade and Airlift.
This work was done by Monica Werner.
From *Luftbrücke Berlin*,
published by
the Berlin Magistrate.

Key Events

- **June 25, 1948**
  General Clay, U.S. Commander in Europe, an airlift of supplies to western Berlin
- **June 26, 1948**
  U.S. and British governments decide to support General Clay and decide to continue the Airlift
- **May 12, 1949**
  Russia ends Blockade of all land routes to West Berlin
- **September 30, 1949**
  Airlift ended after assuring that West Berlin had a six-month supply of essential goods

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During this project, we examined history through the eyes of the people who actually lived it. These previewing projects will give you a chance to use this method yourself.

Sidebar

What were the essential goods needed to supply western Berlin?

Participants: Small groups
Materials: Chart on daily cargo sent to western Berlin below

Cargo	Tons
For the German Populace	
Food	1,435
Coal	3,084
Commerce & Industrial Supplies	255
Newsprint	35
Liquid Fuel	16
Medical Supplies	2
Sub-total	4,827
For U.S., British & French Military	763
Three Passenger Flights (U.S. and French)	30
Total Combined	5,620

Procedure: Before viewing Part 2 of the video, imagine that you are on a planning committee for the Air Force. Your task is to brainstorm ways to get supplies to the 2.5 million citizens of western Berlin. You can start by looking for possible answers to questions like these:

- How much is a ton? How many automobiles would it take to equal a ton? Can you think of any other comparisons?
- What are some methods you could use to decide how much and what kind of materials the citizens of West Berlin needed?
- If Berliners required 5,620 tons of material each day, and planes can only carry 10 tons each, how many daily flights would you have to schedule to move the goods?
- Why were coal, industrial supplies, newsprint, and liquid fuel so important?

Follow-up: As you watch Part 2 of the video, compare your answers with those given.

Sidebar

What technical problems did the British and American air forces face?

Participants: Small groups
Materials: Diagrams on Page 13, prepared by the U.S. Air Force in Europe (USAFE); map of Germany in 1948 (see Page 6)

Procedure: Before viewing Part 2 of the video, imagine that you are on a task force trying to schedule air traffic to accommodate the Airlift. Only two western Berlin airports could be used: Gatow in the British zone and Tempelhof in the American zone. Brainstorm to come up with possible answers to questions like these:

- How long might it take for a plane to land, taxi to an unloading space, unload, prepare for takeoff, and start back to western Germany?
- Could some planes drop supplies into western Berlin by parachute?
- Should the planes fly back to western Germany empty?
- What would happen if there were a delay on the ground at either airport?

Follow-up: Compare your answers with those given in the video, and on the diagrams constructed by the USAFE.

Sidebar

What kinds of airplanes were used in the Airlift? Which were most effective?

Participants: Individuals
Materials: See our bibliography for text references. Hobby stores sell models of most of these planes as well.
Procedure: Any member of the class who is interested in the technical aspects of flying during the Airlift might enjoy researching the different kinds of aircraft used. These included the C-47 and C-54 (U.S.) and the Sunderland flying boat, Avro York, Handley Page, and Hastings (British).

You can gather some basic information for the next activity as you watch Part 2, but you'll need to do more investigating afterwards to get a complete picture of these people.

Sidebar

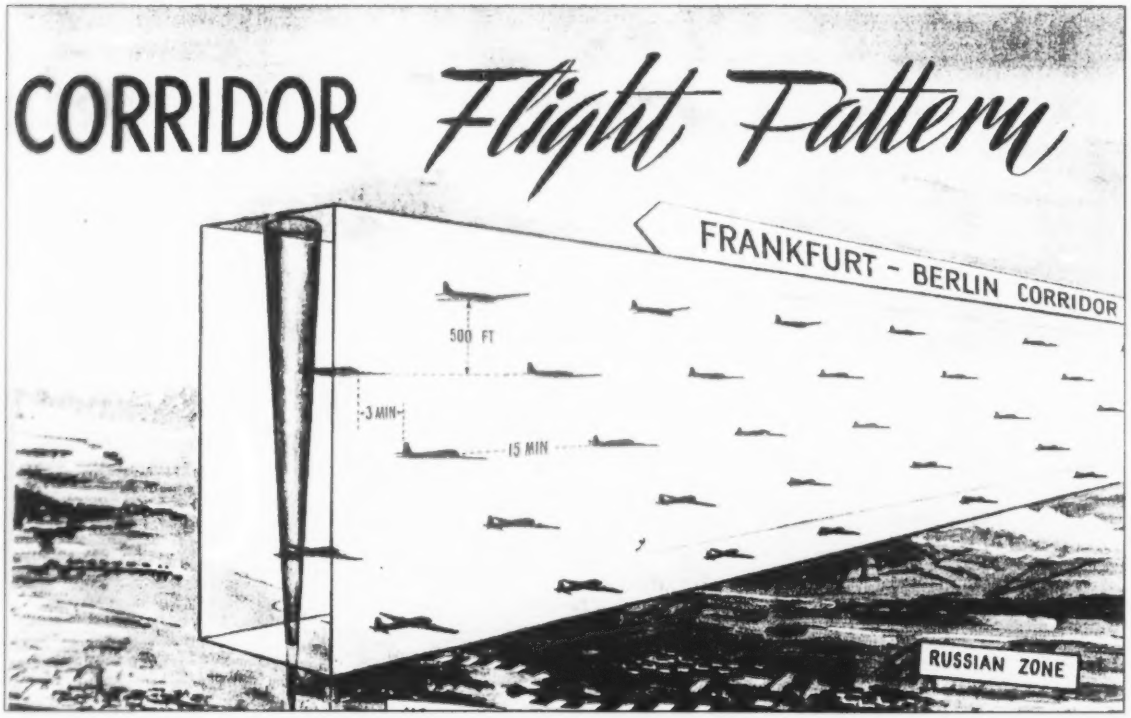
What role did key individuals play in the airlift?

Participants: Individuals
Materials: Our bibliography includes many books and Internet resources that will be useful as you work on this project.

Procedure: Complete a brief report on any of the people in the list below, concentrating on the role they played during the Airlift.

- President Harry S. Truman
- General Lucius Clay
- Ernest Bevin, British Foreign Minister
- Colonel Gail Halvorsen
- Mayor Ernst Reuter
- General Sir Brian Robertson

Follow-up: Present your reports to the class.



Source: Berlin Airlift: Summary, 26 June 1948 - 30 September 1949. United States Air Forces in Europe, not dated.

THE LEAD STORY

Why did President Truman decide to use an airlift to deal with the problem of the Russian blockade?

This activity will probably take you at least two classes to complete. If you have less time, your teacher might set time limits for each step in the process.

Participants: Four groups of five to six students each
Materials: Scenario on Pages 15 - 17

Procedure: Each group should have a copy of the Scenario. You should study the information it contains from the viewpoint of an advisory group to President Truman, who was in office during the Blockade. These are the kinds of questions that Truman likely faced at this point:

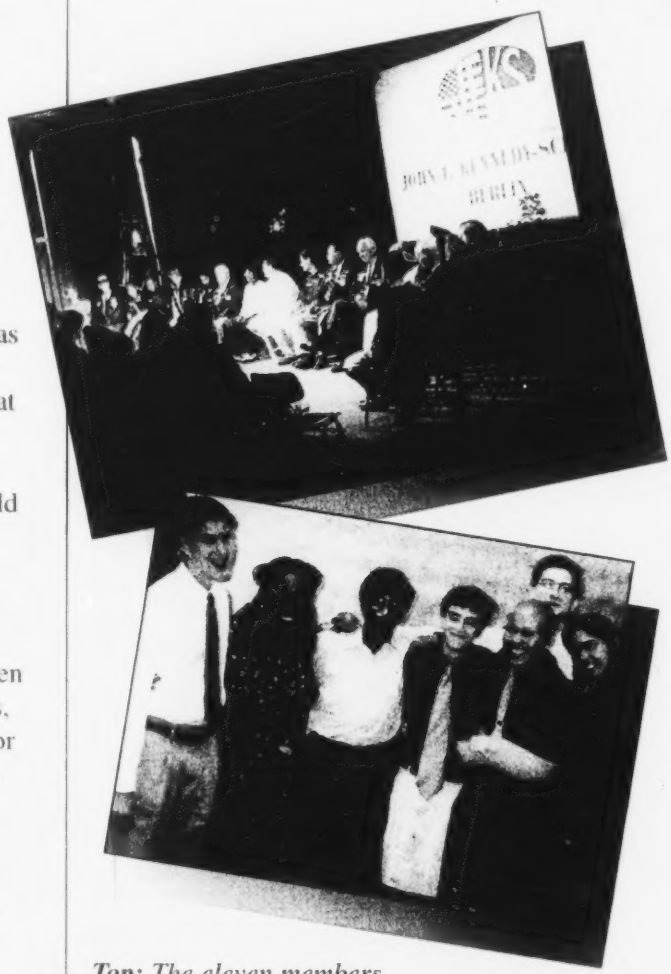
- What are the alternatives?
- How dangerous is each alternative? Could any of them lead to war?
- What other factors might influence the decision-making process?

Your task is to analyze the four options given in the scenario. You should determine goals, advantages, disadvantages, and analogies for each, according to the assignment listed on Page 3 of the Scenario.

Based on this analysis, chose one option to recommend to the President. Prepare an in-depth oral report to present your findings.

Your teacher will play the part of the President. Be prepared to answer the critical questions she or he might have, as well as questions from other groups.

After everyone has made a presentation, each group should review its decision-making processes, and evaluate their effectiveness.



Top: *The eleven members of the reporting team in conversation with Airlift veterans and Berliners at John F. Kennedy Schule in Berlin appearing before German and American high school students*
Bottom: *Matt Chen, Marcella Daniel, Wickraman Purushothaman, Daniel Ornstein, Salomey Ainoo, David Fleischhacker, and Momtaz Begum-Hossein in Berlin, June, 1998*

THE LEAD STORY

What should the President do about the Berlin Blockade?

Date: June 26, 1948
Situation: All land routes from western Germany to the British, French, and American zones of Berlin have been closed. Two days ago, the Russians began a full-scale blockade of all land routes across the Soviet zone in Germany. Electricity supplied from generators in the Russian zone was also cut off except during the hours from 11:00 p.m. to 1:00 a.m. Russia has offered to allow the people of the western zones to obtain ration cards to get food and other essential supplies in their zone. There is only a thirty-day supply of food in the western sectors of Berlin.

Options

1. Use military force to clear land routes to Western Berlin.
2. Agree to Russian demands, which would probably mean that western zones of Berlin would come under control of Soviet zone communists and end U.S., British and French responsibility for western Berlin (this could be a gradual, face-saving process).
3. Supply western zones of Berlin by air for an indefinite period (a year or more). At least 4,500 tons per day would be needed, maybe more.
4. Offer to turn over western zones of Berlin to the UN as a compromise solution.

Military situation

U.S. Forces in Europe:
The Army had 60,000 troops. The Air Force had a few C-47s and a few tactical fighter squadrons. The C-47s could carry 2-3 tons of material each and were the only planes available for hauling cargo.

Other military factors:
U.S. draft law ended in 1947; pre-jet flight time from the U.S. was 12 - 15 hours or one week by ship; U.S. had a limited number of atom bombs.

British forces:
Fewer than the U.S.

French forces:
Fewer than the British, with no air force

Russian forces in Germany:
The Army had 300,000 - 400,000 troops stationed here, with more in nearby countries. The Russian Air Force had many more fighter planes available to them than the combined number of British and American planes.

Berlin Military Forces:
6,000 U.S., British and French
18,000 Russian, with many more just outside Berlin

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THE LEAD STORY

Background Events

July, 1945	Potsdam Agreement established occupation zones in Germany and Berlin. No formal, written agreement was made concerning land access routes from western Germany through the Soviet zone to western zones in Berlin.
November 30, 1945	US, Britain, France and Russia agreed to guaranteed air access routes from western zones across Russian zone to the airports in the western zones of Berlin. (Russia was concerned about safety over Berlin and apparently wanted to learn more about western air traffic control technology).
October 1, 1946	Communist-dominated party (Socialist Unity Party) came in third in city-wide elections, after having controlled the city government since the Russians took over the city in May 1945.
1947	US ordered 30 day stockpile of food in western Berlin.
January – June 1948	Russian border guards frequently stopped and delayed rail, canal, and road traffic across the Soviet zone.
March & May 1948	Large, mass meetings led by Mayor Ernst Reuter protested Russian interference with traffic to Berlin.
June 16, 1948	Russian representative walked out of Kommandatura Meetings (the Komanatura was the final governing body of the city, and included military representatives of the four occupying powers in Berlin).
June 18, 1948	US, Britain and France announced currency reform in their zones of western Germany (a new currency — the deutschmark), but not in western zones of Berlin.
June 21-22, 1948	Russia denounced western currency reform and announced its own new currency for its zone including Berlin, claiming all of Berlin was part of Soviet zone.
June 23, 1948	The US, Britain and France announced that the new west German currency would be used in the western zones of Berlin.
June 24, 1948	Russia imposed a complete blockade.

THE LEAD STORY

Other background information

◆ In March 1948, a coup in Czechoslovakia brought a communist government to power. Now all eastern European states except Greece and Finland were controlled by Communist governments.

◆ France was fighting a communist-led guerrilla rebellion in its colony of Vietnam.

◆ Britain was near financial bankruptcy; its people were suffering from shortages; food rationing was still in effect three years after the end of World War II.

◆ The American presidential election took place in 1948. Truman was Vice President when Roosevelt died in 1945. Now, as President, he faced a strong Republican candidate (Governor Dewey of New York), and the possibility of two groups in his own Democratic Party forming third parties (southerners and anti-Cold War advocates).

Assignment

Your task is to advise the President about one of the four options being considered. You must provide the following for each option:

◆ Describe the option.
◆ List the goals the option would achieve.
◆ List the goals the Russians may hope to achieve.
◆ List the advantages and disadvantages of the option.
◆ Describe possible Russian reactions if the option were put in place.
◆ Describe possible reactions in U.S., Britain, France, and Western Germany if the option were put in place.
◆ List historical analogies to similar situations that occurred before 1948 that would support your position.

You should be prepared to:

◆ defend your option from criticism from groups considering other possibilities and from the President.
◆ criticize other options presented by other groups.

This piece of art is one of many created by the children of Berlin who lived there during the Blockade and Airlift. This work was done by I. Wölki, age 12. From *Luftbrücke Berlin*, published by the Berlin Magistrate.

Key Events

- **June 25, 1948**
  General Clay, U.S. Commander in Europe, orders an airlift of supplies to Berlin
- **June 26, 1948**
  U.S. and British governments decide to support General Clay's decision to begin the Airlift
- **May 12, 1949**
  Soviet Union ends blockade of all land routes to West Berlin
- **September 30, 1949**
  Airlift ended after assuring that West Berlin had a six-month supply of essential goods.

Before you watch Part 3, try a few of these previewing activities to see things through the eyes of the citizens of Berlin.

Sidebar

What problems did Berliners face as a result of the Blockade?

Participants: Small groups or class
Materials: Chart surveying Berliners' opinions about hardships on Page 19.

Procedure: Before viewing Part 3 of the video, examine the results of the poll by the Opinion Surveys Branch of the U.S. Military Government. As any good historian, you should look at the information as a detective would. First, form a hypothesis, and then look for evidence that either supports your idea or makes you question it. In your analysis, you might want to ask questions such as:

- What responses surprise you? Why?
- Can all the hardships mentioned be linked to the blockade? What other factors might come in play here? For example, how might the weather or the season affect people's responses?
- Would there be any reason to question the source of this information?

Follow-up: To find further information as you investigate the situation in Berlin, watch Part 3 of the video and consult some of the sources given in our bibliography.

In preparing this video, we found that the hardest kind of detective work we had to do was judge the accuracy of our sources. By asking questions such as: "Would the person have any reason — other than just getting out the information — for saying this?," we were usually able to form an opinion.

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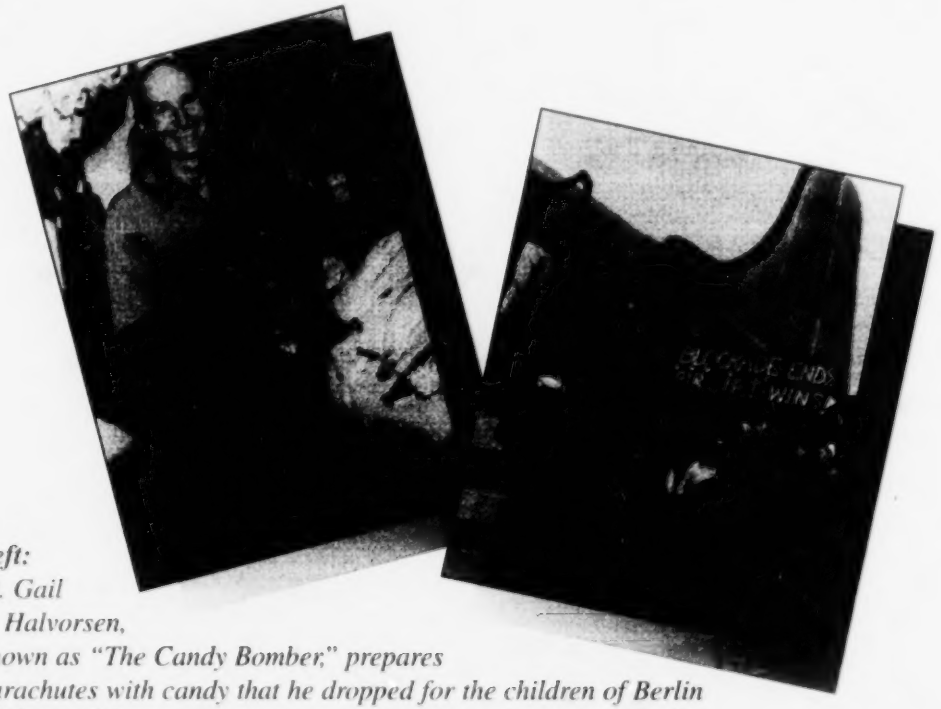
Principal Hardships of the Blockade

as mentioned by a cross-section of West Berliners in October 1948

Hardship	Percentage Mentioning
Lack of gas and solid fuels	42
Power shortages	35
Food	23
Business troubles	9
Financial troubles (not enough western deutschmarks, etc.)	9
Unemployment or anxiety about employment	7
General helplessness about big powers' quarrel	4
Other: lack of clothing, medicine, shoes	5
No troubles	5

Source: U.S. Military Government, Opinion Surveys Branch, Report No 150, 9



Left: *Lt. Gail S. Halvorsen, known as "The Candy Bomber," prepares parachutes with candy that he dropped for the children of Berlin*
Right: *Airlift personnel rejoice at the ending of the Airlift 1949*

This activity would be a good one for you to work on after you have seen Part 3 of the video.

Sidebar

How did Berliners cope with the problems created by the blockade?

Participants: Individuals or pairs
Materials: Summary of Blockade Problems, Page 21, Part 3 of the video

We think that one of the most enjoyable ways to recreate the daily life of the past is to work creatively.

Procedure: Watch Part 3 of the video, and then look over the Summary to get a better idea of the kinds of problems Berliners faced during the blockade. Use this information to write and perform a play or write a short story about daily life in Berlin during this time. Plays could be as short as five minutes. You may want to write several shorter one-act plays on a related theme.

You need to have a plot, characters, setting, and a theme for the play or story you write. Your writing should be creative and interesting, but it must also be historically correct.

Follow-up: Perform your play for the class, and videotape the performance so that other classes in your school can view it. Your class could hold a writer's workshop for authors to present their short stories.

German children reconstruct Templehof Airfield as they play, 1948

THE LEAD STORY

Why did Berliners resist the blockade?

We think this is one of the most interesting questions that the video asks. In the language of detectives, we would say this is a question of motives:

- Why would 2,500,000 people living in a severely bombed city, in overcrowded apartments, many still without windows, resist the Soviet blockade?
- Why would they endure further hardships: living without heat and lighting much of the time, and eating monotonous meals of dried and canned foods?
- Why would people who remembered all too vividly the fighting in the streets of their city only three years earlier join in resistance to the blockade, knowing that it might lead to another war fought in their city?
- Why did fewer than 1% take advantage of the Russian offers of food and other supplies from the eastern zone?

Participants: Small groups or class
Materials: Chart on Page 22
Procedure: Open-ended discussion. Use the information you have gathered from the Chart and Part 3 of the video to do what historians must do: try to see the Blockade as the people of Berlin saw it. While there may be several hypotheses developed in each group, be sure that everyone demands something else that historians and detectives also want: proof or evidence from the video, chart, or other sources that support the hypotheses.
Follow-up: This might be a good topic for further research.

We sometimes refer to the process you are using in this activity as "standing in someone else's shoes." It isn't easy to do, especially when the people are from another country and a very different time.

Problems Created by the Blockade

Food

The average Berliners' diet was estimated at 1,779 calories per day in July and 1,998 calories per day in November. An adequate diet is considered to be 2,200 calories per day.

- **Vegetables**

  No fresh vegetables could be flown in. Some were available from home gardens, but most Berliners relied on canned vegetables and dehydrated potatoes.

- **Milk**

  Very little fresh milk could be flown in; powdered milk was used instead. Babies who could not digest powdered milk were given fresh milk from the 3,468 cows in West Berlin.

- **Meat**

  Each family had meat supplies for twice a week.

- **Gas supply for cooking**

  Supply was cut in half, meaning families could have only one cooked meal a day. By December, gas supplies increased to 75% of pre-Blockade supplies.

Electricity

Berliners had access to four hours of electricity per day in two periods of two hours each.

- Electric power was available at different times in different sections of the city. One period was often in the middle of the night.
- Most people relied on oil lamps and candles.

Transportation

Electrically powered subways and trams were available from 6 a.m. until 6 p.m. Bus use was restricted because it was difficult to transport liquid fuel by air.

Heating

Each family had 25 pounds of coal for the winter. In the U.S., individual homes used as much as 8 tons of coal during a heating season.

- Families supplemented by using wood cut from trees in the parks and the tree-lined streets.
- Coal supply was enough to heat only one room and then only occasionally.

Work

Opportunities to work were limited by the lack of electricity.

- Electric power was most often available at night when subways and trams were not working.
- Production was cut by lack of resources and power.
- Unemployment grew from 5% (June 1948) to 17% (April 1949).

Money

After the western and Russian currency reforms of June 1948, both eastern and western currency circulated as legal money in Berlin. West deutschmarks soon had a higher value.

- One-third of west Berliners (pensioners and those who had jobs in eastern Berlin) had no west deutschmark income.
- Many people in West Berlin would not accept eastern currency in payment for goods.
- In March 1949, West Deutschmarks were made the only legal currency in West Berlin.

THE LEAD STORY

Why did Berliners Resist?

"The population suffers terribly. You must imagine what it means now in winter for the western part of this gigantic city, most of which is destroyed and lies in ruins. It is without light, and 70 to 80 percent of the households have no heat.... And in spite of all this, the population holds with complete firmness and determination to that which they consider right from a political and human point-of-view. . . . "

Member of parliament in the south German state of Wüttenberg, reporting to his colleagues after a visit to Berlin, 1948.

"We know that the superior moral, technical, and economic power of the new world will preserve our city from the fate which was planned for it. We will show our gratitude for this help by redoubling our efforts."

Mayor Ernst Reuter, *Tagespiegel*, January 9, 1949.

"Berlin became the symbol of a new Germany in the whole free world. The city in the shadow of Stalin showed that the German is better than his reputation. . . ."

Professional author, Der Abend essay contest, January 1952.

"The Berlin housewives were accorded particularly high praise. . . . I was a heroine! A Berlin housewife who kept her ears stiff as iron, who did her duty as a matter of course . . . I walked proudly through the streets, I was helping to write a proud page in the history of Berlin's housewives."

Berlin housewife, Der Abend essay contest, January 1952.

"In the evening we sat together in a group with several people who lived in the same building. . .There were thick clouds of smoke from half-filled pipes or from homemade cigarettes made from tobacco we had grown ourselves, glasses of thin beer or of some artificial mixture. . .In the middle of the circle was a very old candle. . . Jokes and songs always came into their own. . . .

Professional man, Der Abend essay contest, January 1952.

"To insure a warm Christmas, the date this year will be shifted to July 25."
"Decorations for Christmas will be no problem. The Allies will fly in powdered Christmas trees. All you have to do is add water."
"We are in luck. Just imagine if the Americans were blockading Berlin and the Russians were running the airlift."

Berlin humor, 1948

This piece of art is one of many created by the children of Berlin who lived there during the Blockade and Airlift. This work was done by Horst Wisotski, age 16. From *Luftbrücke Berlin*, published by the Berlin Magistrate.

Key Events

- **December 1948**
  Communists and non-Communists establish separate governments for East and West Berlin
- **May 1949**
  The U.S., Canada, and western European nations create the North Atlantic Treaty Organization (NATO)
- **September 1949**
  West Germans create the Federal Republic of Germany
- **October 1949**
  East Germans create the German Democratic Republic

Here are some activities to try after watching Part 4 of the video.

Sidebar

How did the blockade and airlift affect the development of the Cold War?

Participants: Small groups or individuals
Materials: Russian cartoon on Page 24, NATO poster on Page 24.

Procedure: Brainstorm and "put yourself in other people's shoes" to take a look at some possible effects of the Blockade on world politics. You can start by analyzing this question:

- What fears did the Blockade create in western Europe and the United States? Examine the Russian cartoon and the NATO poster. What symbols are used in each? What could the symbols mean? What impression was the artist trying to give you? Use this information to analyze these questions:
- What was the purpose of the North Atlantic Treaty Organization (NATO), formed in 1949?
- What fears led nations to join NATO?
- What fears did the development of NATO create in Russia?

We often thought of analyzing documents as somewhat like taking apart an engine to see how it works.

Sidebar

What effect did the Blockade have on the future of Berlin and Germany?

Participants: Small groups or pairs
Materials: Chart of Political Events of the Blockade, Page 26.

Procedure: Analyze the list of political events that occurred in Berlin and Germany after the beginning of the Blockade and the Airlift. What conclusions can you make based on your analysis?

(continues on page 25)

This cartoon, "The Executioners," by Cookreneske, first appeared in KROKODIL magazine, a publication of the Soviet Union in 1952

Early NATO poster, copyright holder unknown

Sidebar *(continues)*

Making conclusions is the opposite of "analysis." It means putting things back together and telling what they mean, or, as we sometimes say, "what it adds up to."

Follow-up: Each group or pair may want to report their conclusions to the whole class. After a certain interval, groups may also want to rotate two members to another group so that they can introduce fresh perspectives into each discussion.

Sidebar

How did Berliners feel about the Airlift, the flyers, and the western allies?

Participants: Small groups or class
Materials: Summary: West Berliners' Feelings on Page 27

Procedure: Create a chart that has the following columns: Group Impressions, Interviewee's Impressions, and Other Impressions.

After watching Part 4 of the video, each group should reflect on how they would have reacted to the Airlift if they were living in West Berlin at the time. Consider emotions such as appreciation, bitterness, resentment, or indifference. List these impressions in the first column of your chart.

How did your group's impressions compare with those expressed by the people they met in Part 4 of the video? Think about some of the emotions the people who were interviewed expressed. Record these impressions in the second column of your chart. You can review Part 4 to gather more information if you need to. Stopping the video at appropriate places for a group discussion may be helpful as well.

After this, consider the additional information in the Reactions Of West Berliners on Page 27. List their impressions on the third column of your chart.

Review the chart you have created. Are the impressions that your group first expressed similar or different from those expressed in the video and the summary?

The issue of emotions is a difficult one for historians to investigate. The problem is that many people don't like to reveal what their feelings are or they find it difficult to be honest about how they feel — even to themselves. In this case, the problem is made even more difficult because we are trying to make conclusions about 2,500,000 people.

Follow-up: This activity could be expanded into a research report. You can use other sources of information as well. Our bibliography gives you some helpful sources for this.

Sidebar

You might use these questions to help evaluate your experience after you have viewed the entire video:

- What similar situations can you think of that exist in the world today?
- Are there any lessons to be learned from the Blockade and Airlift?
- What are some other stories/events that teach the same lessons as the Airlift teaches?
- How do some of the lessons that this story teaches relate to your own life? (For example, think about teamwork, the power of hope, the spirit of freedom, resistance, etc.)
- In your opinion, what is the significance of this study to the people of our generation? Why should we learn the story and why should we study the lessons it teaches?
- Why is it necessary to document history?

Political Events of the Blockade

July, 1948	Russia refused to attend further Kommandatura meetings (supreme four-power military governing body of Berlin) and claimed that the military administration of the city was ended
July, 1948	Separate police force established for western zones of Berlin
September, 1948	Berlin Assembly (legislative branch of city government) moved from the Russian zone to the British zone to prevent mob disruption of its meetings; Communist members refused to move and met separately in the Russian zone
September, 1948	West German (British, French and American zones) Constitutional Assembly began writing a constitution for a west German state
September - November, 1948	Magistrate (executive branch of the city government) moved offices to western zones from Russian zone to prevent harassment of city officials by communist party members
November, 1948	Many students and professors from Humboldt University in the Russian zone began a new university — called the Freie University — in the American zone
November, 1948	A meeting in the Russian zone declared that the Magistrate no longer had authority in Berlin, and then created a new magistrate and elected a new mayor
December, 1948	Western Berlin held elections, but Russia did not permit the election to be held in its zone
March, 1949	Britain, France and the United States forbid use of eastern currency in their zones of Berlin, and only allowed the use of deutschmarks from western Germany
May, 1949	The Basic Law (constitution) of the Federal Republic of Germany (created from the U.S., British and French zones — West Germany) adopted, providing for non-voting representatives from West Berlin.
September, 1949	Konrad Adenauer elected Chancellor of the Federal Republic of Germany, ending formal military rule by western allies; Russia refused to recognize the new government.
October, 1949	The German Democratic Republic was established in the Russian zone with East Berlin as its capital; the U.S., Britain and France refused to recognize it diplomatically.

West Berliners' Feelings About the Airlift, the Flyers, and the Western Allies

"Two American officers became victims of the Berlin Blockade here. You gave your lives for us. The Berliners of the western sectors will never forget you We stand deeply moved on this spot dedicated by your death. Once we were enemies and yet you gave your lives for us."

Plaque put up by an unknown Berliner at the site of a U.S. Air Force plane crash on the approach to Tempelhof Airfield on July 25, 1948. Two airmen were killed in the crash. *Der Tagespiegel,* 25 July 1948

"Seems to me I have met every German in Berlin. They come down here, clutching extremely valuable heirlooms against their breast, and want to make a little ceremony of giving the stuff to [redacted] pilots."

U.S. Air Force Officer whose work included providing information about the airlift to German civilians who came to Tempelhof Airfield

"For me personally it gradually became a habit before I went to bed, first to look out the window in order to see in the sky the unswerving positions of the lights of the aircraft over us. Then, reassured, I went to bed."

Bank employee, *Der Abend* essay contest, January 1952

"There were also people who had been made hard and bitter by what they had been through and said: 'Well, they're just trying to get rid of all the stuff they can't sell over there and now they will charge us stiff prices for it."

Housewife, *Der Abend* essay contest, January 1952

U.S. Motivation for Staying in Berlin as Seen by a Cross Section of West Berliners

Total welfare of Berliners	34%
Strengthening their power	43%
Both	18%
No opinion	5%

U.S. Military Government, Opinion Surveys Branch, Report No. 130, 2

THE LEAD STORY

What do people in your community remember about the Blockade and the Airlift?

Participants: Individuals or pairs
Materials: Checklist on page 29
Procedure: This is your chance to do just what we did — interview people in your community to develop your own story of the Berlin Airlift. Compile a list of people with whom you would like to talk. Of course, you must find people to interview who would have been at least 15 years old in 1948. Anyone who was in the military services at the time would be a good choice. Their point of view would be a good comparison with those of people who were civilians.

Once you have developed a list, contact the people and arrange for a convenient time for an interview. It is very important that you prepare thoroughly for the interview. Use the checklist on Page 27 to work through this process.

After you have conducted the interview, review the information you have received by thinking about questions like these

- Are their memories accurate?
- What factors seem to influence what they remember? (age, location in 1948, nationality, travel experience, etc.)
- Do their memories reveal attitudes about Russia, Germany, the Cold War, Truman, Stalin or other leaders?
- What important aspects of the Blockade and Airlift have interviewees forgotten?

Prepare an oral report or write a news article about your interpretation of the story, including the information you gained from your interviews.

Follow-up: Present your report to the class or publish your articles in a special edition of your school newspaper.

***Left:** The most famous image of the Airlift, captured by Henry Ries*
***Right:** Project reporters at a portion of the wall that used to divide East and West Berlin, 1998*

THE LEAD STORY

Before the interview

- Telephone to make arrangements and to make sure the interviewee understands the purpose and length of the interview. This is the best time to ask permission if you wish to record the interview.
- Plan your questions. This may mean reading more about the Airlift and other early events of the Cold War. Draw up a list of questions to ask that require more than a simple "yes" or "no" to answer. Use the basic journalistic questions: "who," "where," "when," "what," "why," and "how."
- Practice using any recording equipment you are going to use.

During the interview

- Be on time, and dress appropriately.
- Practice with recording equipment before you begin, especially the right placement of a microphone.
- If you are videotaping, don't move the camera or make use of the zoom feature very often, and try to "frame" the interviewee so that the person's head always stays in the center of the screen.
- Begin by asking the individual to tell a little about themselves. It is important to try to make the interviewee feel comfortable.
- If the person does not elaborate very much, be prepared to ask follow-up questions (how did you learn about that? did you read the newspaper a lot? did this make you worry about the future?)
- Be reassuring when the person cannot remember details.
- Show interest in what is being said by smiling, eye-contact, and nodding.
- End the interview on time or when it appears that the individual is becoming tired.

After the interview

- Review your notes and fill in information you did not have time to write out completely.
  Identify what you will need to quote for your report or article.
- If you recorded the interview, play back the recording to identify the most important parts that you would use in your oral report or article.
- Begin to think how you want to interpret the story. Don't hurry this process. It's something you need to think about.

BOOKS

Collier, Richard. ***Bridge Across the Sky: The Berlin Blockade and Airlift, 1948-1949.*** New York: McGraw-Hill, 1978.

Written in a dramatic and lively style, this is probably the most readable book for teenagers.

Davison, W. Phillips. ***The Berlin Blockade: A Study in Cold War Politics***. New York: Arno Press, 1980.

This is a useful study of Berlin politics and public opinion, with many German sources translated into English.

Giangreco, D.M. and Griffin, Robert E. ***Airbridge to Berlin: The Berlin Crisis of 1948, Its Origins and Aftermath***. Novato, California: Presidio Press, 1988.

A readable and well-illustrated history of the entire crisis.

Halvorsen, Gail S. ***The Berlin Candy Bomber***. Bountiful, Utah: Horizon Publishers, 1990.

Colonel Halvorsen tells the story of how he began "Operation Little Vittles" for the children of Berlin.

Miller, Roger G. ***To Save a City: The Berlin Airlift, 1948-1949***. Washington, D.C.: Air Force History and Museums Program, 1998.

This short, readable and affordable book on the entire crisis is available from the U.S. Government Printing Office

Pearcy, Arthur. ***Berlin Airlift***. Shrewsbury, England: Airlife, Ltd., 1997.

Extensively illustrated with photographs, this source focuses on the technical aspects of the airlift operation itself, and is especially thorough on the British contributions.

Pioneers of the Airlift with an essay by Daniel Harrington. Berlin: Allied Museum, 1998.

This book contains an excellent collection of photographs of the people involved in the airlift at all levels, accompanied by an explanatory essay. It is an inexpensive source that is available in English.

Provan, John. ***The Berlin Airlift: The Largest Humanitarian Airlift in History***. McLean, Virginia: Paladwr Press, 1998.

A thorough account of the airlift as told from the perspective of the Air Force.

Ries, Henry. ***Berlin, Photographs***. Berlin: Nicolai Press, 1998.

Though not yet available with an English text, it is Ries's photographs of Berliners during the blockade that provide a valuable teaching tool.

Tusa, Ann and Tusa, John. ***The Berlin Blockade***. London: Hodder & Stoughton, 1988; and United States: Sarpedon, 1998.

This book studies the entire crisis from the post-war conferences to the long lasting effects of the airlift.

ON THE INTERNET

www.ce.org

Look for the project web site here, with more resources for investigators to use in looking at the Berlin Airlift.

www.konnections.com/airlift/index.html

The Berlin Airlift Veterans Association provides data on the history of the airlift and on key leaders such as General Lucius Clay, General William Tunner and Colonel Gail Halvorsen.

ourworld.compuserve.com/homepages/mcoleman1/

The National Archives and Records Service shows a pictorial history of the airlift.

www.care.org/airlift

Though not specifically a part of the airlift, CARE's privately sponsored aid program helped Berliners both before and after the blockade, and is fondly remembered

www.usafe.af.mil

This site contains an array of information on the history of the airlift together with photographs and anniversary events.

www.whistlestop.org/jc/coverpage.htm

A good source for general information at this site on Harry S. Truman's life.

Be sure to visit
The Berlin Airlift: Reporting History with Children's Express
web site at http://www.ce.org

Photographs courtesy of USAFE, Children's Express, and Henry Ries.

The Berlin Airlift: Reporting History with Children's Express
produced by Bolthead Communications, Inc.
in collaboration with Children's Express

This Learner's Guide represents a collaborative effort by Maryland Public Television, WETA - TV Washington, D.C., Children's Express, Bolthead Communications, Inc., and the John F. Kennedy Schule in Berlin.

Executive-in-Charge	Gail Porter Long Maryland Public Television
Project Director	Christie Timms Maryland Public Television
Writer	Joseph L. Browne, Ph.D., John F. Kennedy Schule, Berlin, Germany
Editor	Ann Chatterton Klimas Maryland Public Television
Graphic Artist	Janeen Bates
Project Promotion	Donna Farrell Maryland Public Television

Copies of project videos are available from the following:
PBS Documentary, *"The Berlin Airlift"* 1-800-343-4727
"The Berlin Airlift: Reporting History with Children's Express"
with the Learner's Guide, 1-800-655-1998

Bolthead Communications Group, Inc.

CHILDREN'S EXPRESS
BY CHILDREN FOR EVERYBODY

John F. Kennedy Schule, Berlin

WETA

MPT
Maryland Public Television

REPORTER'S NOTES

The Berlin Airlift

Reporting History with Children's Express

Maryland Public Television

FACT SHEET

Title: **BERLIN AIRLIFT (1948-49): REPORTING HISTORY WITH CHILDREN'S EXPRESS**

Parts/Length: One/30-minute Program

Feed date: Wednesday October 21st - 17:30-1800 ET- Frequency 511 - NOLA Code RHIS 000 on the PBS Satellite

Description: **BERLIN AIRLIFT (1948-49): REPORTING HISTORY WITH CHILDREN'S EXPRESS** is a unique video report on the Berlin Airlift conceived and executed by Children's Express. Students at the JFK School in Berlin teamed with Children's Express reporters and editors to build this engaging program being offered free of charge through Maryland Public Television in October, 1998. **REPORTING HISTORY** is a three-component educational project designed to introduce middle and high school students to the genesis and impact of the Cold War using the Berlin Blockade and Airlift of 1948-49 and its commemoration ceremonies as its core.

Web site: www.ce.org

Learner's Guide: This thirty page Guide is available free at participating PBS stations and is downloadable at the Internet Web site.

Funding: Major support is provided by Daimler-Benz and Mobil, with additional support from the German Information Center, Checkpoint Charlie Foundation and RIAS Berlin Commission.

Producer: Maryland Public Television (MPT) collaborates with Bolthead Communications Group LTD. Inc., Children's Express, WETA of Washington, D.C.and Berlin's JFK School to conduct an educational outreach campaign

Contact: Sara Johnston
Education and Telecommunications
Maryland Public Television
11767 Owings Mills Blvd.
Owings Mills, MD 21117
(410) 581-4191
sjohnston@mpt.org

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NEWS MPT RELEASE

Contact: Donna Farrell (410) 581-4190
Carol Wonsavage (410) 581-4314

**"THE BERLIN AIRLIFT (1948-49):
REPORTING HISTORY WITH CHILDREN'S EXPRESS"
—Tomorrow's Reporters, Yesterday's Lessons, Today's Technology —**

BALTIMORE, MD (August 15, 1998) — In June of 1998, a team of young reporters from three countries engaged on a journey in time through the memories of individuals who witnessed first hand the events that propelled the world into the Cold War. **THE BERLIN AIRLIFT (1948-49): REPORTING HISTORY WITH CHILDREN'S EXPRESS** is an opportunity to share the experience. **REPORTING HISTORY** invites viewers to learn with the young reporters who conceived this project, and who actually met with veterans to conduct the interviews contained in the video segments that are the program's substance. The thirty minute instructional television program utilizes the Berlin Blockade and Airlift of 1948-49 and its 1998 commemoration ceremonies as a vehicle for introducing middle and high school students to the Cold War, its genesis, and its impact. It is the skill and enthusiasm of **REPORTING HISTORY**'s team of young reporters that weaves what could be a stale tale of yesterday into a poignant narration that, coupled with a generous portion of archival footage, engages and challenges young minds. Eleven teenagers from Washington, D.C., London, and Berlin, report their shared history while encouraging viewing students to carry this learning experience outside the classroom for independent exploration.

-More-

MARYLAND PUBLIC TELEVISION
11767 Owings Mills Boulevard Owings Mills, MD USA 21117 410-356-5600 FAX 410-581-0326
22 Annapolis 28 Salisbury 31 Hagerstown 36 Oakland 62 Frederick 67 Baltimore

THE BERLIN AIRLIFT (1948-49): REPORTING HISTORY WITH CHILDREN'S EXPRESS is a three-component initiative consisting of an educational video report, a Learner's Guide and an Internet Web site. All components are developed in accordance with the national history standards to compliment existing curricula and are available at no charge.

Maryland Public Television (MPT), collaborates with Bolthead Communications Group, LTD. Inc., Children's Express, and Berlin's JFK School to conduct an educational outreach campaign built around **THE BERLIN AIRLIFT (1948-49): REPORTING HISTORY WITH CHILDREN'S EXPRESS**. WETA of Washington, D.C., also a key collaborator in the project, has worked with award winning producer Robert E. Frye of Bolthead to co-produce a docu- mentary on the Berlin Blockade and Airlift — **THE BERLIN AIRLIFT**. Narrated by Paul Duke, **THE BERLIN AIRLIFT** aired on PBS in July 1998 as part of "History's Best on PBS."

THE BERLIN AIRLIFT (1948-49): REPORTING HISTORY WITH CHILDREN'S EXPRESS is to be recorded on Wednesday, October 21, 1998 at 5:30 a.m. eastern time at Frequency 511 - NOLA Code RHIS 000 on the PBS Satellite. Learner's Guides are available to local public television stations through Maryland Public Television in late summer. Additional information is obtained by contacting Sara Johnston at Maryland Public Television (410) 581-4191 or sjohnston@mpt.org.

The **REPORTING HISTORY** Learner's Guide follows the process of "doing" history, establishing pertinent questions to be asked, locating sources of information, formulating ideas about the course of events, recognizing patterns, drawing conclusions and acknowledging the impact of culture on those conclusions. The Learner's Guide, while useful to teachers, is written, formatted, titled and distributed in a student friendly fashion. The Guide not only available free of charge through participating PBS stations, but is downloadable at the internet site as well.

Student journalists/reporters featured in the program include: Marcella Daniel, Daniel Ornstein and Matthew Chen from the Children's Express Washington Bureau; Momtaz Begum-Hossein and Salomey Ainoo of the Children's Express London Bureau; and David Fleischhacker, Wickraman Purushothaman, Anke Schaffartzik, Svenja Bruch-Wyman, Eva Schlarb and Lea Barrie from The John F. Kennedy Schule in Berlin.

Major project support is provided by Daimler-Benz and Mobil, with additional support from the German Information Center, Checkpoint Charlie Foundation and RIAS Berlin Commission.

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August 24, 1998

Dear Educator:

Why is **THE BERLIN AIRLIFT: REPORTING HISTORY WITH CHILDREN'S EXPRESS** press kit in your hands today?

✈ Because **REPORTING HISTORY** is a learning tool for the next generation that:
- features young journalists reporting for an audience of their peers;
- is based on the National History Standards;
- includes an interactive web site and Learners Guide;
- and is supplied at no charge.

✈ Because **REPORTING HISTORY** presents:
- a compelling look at one of the pivotal acts of the cold war;
- a video conceived by an international group of high school students;
- rare archival footage and eyewitness accounts from 1948 in Germany.

But most of all,

✈ Because you are in a position to inform your community about the availability of **REPORTING HISTORY**, a visually appealing (terrific archival footage), personally moving (touching survival stories) video that harnesses implements the strengths of the generation it addresses to deliver the lesson.

The **REPORTING HISTORY** press kit includes two feature stories — one prepared by a student, one prepared by a teacher — and two photos for use in publications. A Learner's Guide and details on obtaining the Learner's Guide are excellent materials for web sites, and fliers.

Since we hope to qualify the efforts made in this initiative, any success stories you can relay to us (copies of publications, web addresses) will be much appreciated.

Sincerely,

Donna Farrell

Donna Farrell
Communications Account Executive

11767 Owings Mills Boulevard Owings Mills, Maryland 21117-1499 22 Annapolis 28 Salisbury 31 Hagerstown 36 Oakland 62 Frederick 67 Baltimore
410-356-5600 FAX 410-581-4338

**"THE BERLIN AIRLIFT (1948-49):
REPORTING HISTORY WITH CHILDREN'S EXPRESS"**

FACTS

THE BERLIN AIRLIFT (1948-49): REPORTING HISTORY WITH CHILDREN'S EXPRESS brings to life the greatest humanitarian rescue operation in history. A technological miracle without parallel in history, the operation kept a city of 2.5 million people alive — fed, clothed and warm — for almost a year. Among the fascinating facts about the rescue mission are:

- Every time they climbed into the cockpit, Airlift pilots — who flew in 16-hour shifts— risked their lives to fly food and supplies into Berlin. But in the end, approximately 340 planes made more than 277,000 flights carrying over 2 million tons of supplies into Berlin at a cost of over $200 million. Today, the job could be done with just 17 C-5's.

- Berlin required 1,439 tons per day of food during the blockade. This included: 646 tons of flour and wheat; 180 tons of dehydrated potatoes; 144 tons of dehydrated vegetables; 125 tons of cereals; 109 tons of meat and fish; 85 tons of sugar,; 64 tons of fats; 38 tons of powdered dry skimmed milk; 19 tons of salt; 11 tons of coffee; 10 tons of cheese; 5 tons of dried whole milk for children; and 3 tons of fresh yeast for baking.

- When the airlift was unable to fly in all of the town's necessities, Berliners were forced to change their diets radically. Daily rations consisted of: 1 oz. Fat; 2 oz. Spam or powdered egg; 3 oz. Dehydrated potato; 2 oz. Cereal; 1 oz. Sugar; and 17 oz. Bread. Cooking columns in local newspapers printed recipes for jam made from rotten apples and black bread fried in candle grease sprinkled with powdered onion to disguise the taste.

- The Airlift rapidly grew in scope as it sought to keep the city from starvation. In June, 1948 -- the beginning of the Airlift -- pilots made 500 trips to Berlin, totaling 13,520 hours of flight time. In May, 1949 -- the last month of the operation -- pilots made 27,718 trips to the city, logging 75,969.9 hours of flight time.

- During the blockade, Berlin was a dark, eerie city much of the time. Electricity for homes was limited to four hours per day, often in the middle of the night. Subways and streetcars stopped operating at 6:00 P.M., the city's elevated trains were stopped altogether, and street lights were cut back 75 percent.

- Despite the hardships, a November 1948 poll reported that nine out of ten people in Berlin preferred life under the blockade to that under Communist rule.

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Producer/Director

ROBERT E. FRYE

Producer and director Robert E. Frye is president of Bolthead Communications Group Inc., an independent television and film production company that concentrates on documentary programming. As an independent producer for the past ten years, Mr. Frye has developed and produced documentaries for public broadcasting and the A&E Cable Network.

His credits include the following documentaries which have been seen on public television: "Kristallnacht: The Journey from 1938 to 1988" presented by WETA and seen on PBS; and "The Journey of Butterfly." Both documentaries were awarded the CINE Golden Eagle. Frye has also produced programs relating to Germany and its history including: "Berlin: Journey of a City," which aired in 1995; and "Common Ground: The United Stated and Germany," which aired in 1997 on public television stations throughout the U.S.

He was senior producer of "The Merrow Report," a continuing series on education seen on PBS. One of the programs, "Caught in the Crossfire," received a CINE Eagle.

He has had assignments for ABC in New York, London and Washington, D.C. During his 35 year career, he has worked in public broadcasting as a producer at WETA-TV in Washington, as well as a senior producer at the Canadian Broadcasting Corporation in Toronto.

Producing Partner

CHILDREN'S EXPRESS

Children's Express is an international, award winning, non-profit youth development and leadership organization that uses journalism as an instrument for young reporters. Children's Express employs print, electronic, and broadcast reports to provide children with a significant voice in the world. CE's coverage includes political conventions, elections and high profile interviews as well as a countless number of investigative reports on runaways, drop-outs, teen parents and gang members.

Children's Express can be contacted at:

1440 New York Avenue, N.W. Suite 510
Washington, D.C. 20005
202-737-7377; http://ce.org

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410-356-5600 FAX 410-581-4338

THE BERLIN AIRLIFT (1948-49):
REPORTING HISTORY WITH CHILDREN'S EXPRESS

TEACHER TO TEACHER

"Seeing other student's "doing" history — what high school students rarely see or understand — may be (the project's) greatest appeal."

Joseph L. Browne, PhD History
John F. Kennedy Schule
Berlin, Germany

"Thoughts on the Berlin Airlift Project"

THE BERLIN AIRLIFT: REPORTING HISTORY WITH CHILDREN'S EXPRESS is a unique video. It was made by young people for young people, and, it represents the collaborative efforts of teenagers in three countries. It is special also in the sense that what you see in the video is young people being their own historians, and interpreting the past based on the evidence that they retrieve. They demonstrate what happens when teenagers do their own historical investigations.

Of the eleven teenagers who worked on this project, five represent Children's Express, an organization that provides young people with journalism experience and skills and the opportunity to publish or produce their own work. Six of the Reporting History team are students at the John F. Kennedy Schule in Germany, a Berlin public school devoted to multi-cultural understanding. In their home cities of London, Washington and Berlin the eleven members of the team interviewed many people who participated in the Berlin Blockade and Airlift. Through the technology of the Internet, the members of the team communicated with each other about their interviews and their conclusions by e-mail messages. They worked together for a year before actually meeting for the first time in Berlin. Out of their different backgrounds, nationalities, and experiences, a true team spirit developed that guided their conclusions from which the film has evolved. Though assisted by adult advisers, "Reporting History" is very much a film by and for teenagers. It reflects their insights, their questions, and their ideas about the presentation of their conclusions.

-More-

As **REPORTING HISTORY** reveals, these eleven young people also experienced some of the thrills of working with the basic raw materials of history, in this case, the memories of those who lived through the Berlin Blockade. They became excited about the subject of the blockade and airlift to an extent that I could not have encouraged or created within the limits of the normal classroom. Their interest in history in general, and especially the Cold War in Germany, developed to the point that they quickly began asking different and more sophisticated kinds of questions. What you see in the video is students creating their own understanding of the past based upon a thorough examination of the memories of Berlin blockade participants from three different countries.

Beyond being their own historians, these teenagers succeeded in making the past realistic. The greatest challenge of a history teacher is to provide the immediacy and drama that really characterized events in the past. The frustration that we have all experienced is that we do not always succeed in overcoming the vast distance between the student in the classroom and the people who actually experienced important historical events. Through their interviews and their enthusiasm for learning more about what people experienced, and their own feelings for those people, the **REPORTING HISTORY** team succeeded in making the events of 1948 and 1949 exciting, immediate and important.

Seeing these eleven young people come together in June of 1998, on the fiftieth anniversary of the beginning of the Berlin Airlift, and seeing them learning from each other and from a city steeped in the history of this century, I was never in any doubt about the outcome of this project. I have, however, had the opportunity to view the finished video with other teachers in the United States whose verdict has been unanimous. They concluded that the Berlin Airlift and Blockade comes alive in this film, mainly because of the enthusiasm, excitement and historical detective work of the young people from Children's Express and the John F. Kennedy Schule. **REPORTING HISTORY** not only demonstrates what young people can do when they become their own historians, it also provides a model for other students and teachers, a model that I hope would lead to the many positive outcomes for your students that I have seen happen with mine.

— Joe Browne
History Teacher, John F. Kennedy Schule, Berlin, Germany and writer of the "Learners Guide" to accompany **THE BERLIN AIRLIFT: REPORTING HISTORY WITH CHILDREN'S EXPRESS**

THE BERLIN AIRLIFT (1948-49):
REPORTING HISTORY WITH CHILDREN'S EXPRESS

STUDENT TO STUDENT

It won't be the facts or the dates or the history or even the landmarks that I'll remember, it will be the people and all of the lessons that each one of them taught....

Daniel Ornstein
Reporter, Children's Express
Washington Bureau

Lessons Learned

The German word for airlift is "Luftbrucke" which, literally translated, means air-bridge. Hence, the proper name for The Berlin Airlift of 1948-1949 is "Die Berliner Luftbrucke." The Berlin Airlift was a year-long operations that sustained the city of Berlin by using air corridors to transport all types of supplies into the capital of a war-ravaged, post-World War II, soviet-occupied East Germany. To associate the word bridge with this particular operation is entirely appropriate. Not only was the operation a bridge for cargoes, such as food and supplies, from West Germany to East, it was also a cultural bridge between the Western Allies (America, Britain and France) and Germany. This "bridge" symbolized friendship between nations; a friendship made even more significant by their previous enemy status. The airlift was the framework of a lasting bridge of friendship, stretching across the decaying remains of strife between nations.

This summer, I traveled to Berlin with two other students from Washington, DC as part of the final phase of a project that featured 11 students from Washington, London and Berlin making a documentary about the Berlin airlift and its significance. I learned the most from working and spending time with all of these people. I can honestly say that I learned something from each and every one of my companions on the trip: from the observation that there's a lull in a conversation every seven minutes to valuable life lessons from a friend with cancer. For me, it was the company that made the trip as special as it was—the different people, with different views.

The main theme of our project is different young people commenting about the significance of history—mainly the airlift, and the lessons it teaches our generation. Ironically, we found ourselves relying upon most of the lessons we learned in studying the airlift in the process of making our film. The key lessons and legacies of the airlift, we found, were teamwork, collaboration,

-More-

understanding, forgiveness, sacrifice for a common cause, determination and, above all, exchange of culture and friendship. During our six days in Berlin, the team learned the importance of each one of th/ese virtues.

It is said that history tends to repeat itself. This does not mean that specific events have been known to happen twice, rather that particular themes and lessons have been seen repeatedly throughout our history. While governments stay and governments fall and names and faces change, human nature is always the same. The lessons taught by the airlift are very simple, down-to-earth values which help one overcome any soviet army or any blockade which might occur in our own lives. The nicest thing about working on the project was that I got to meet Veterans and witnesses of history and I got to hear their stories. The exciting part for me, though, was that every single one of them was eager to tell their story to young people like me because they knew how the lessons of that story would help me in my life. That is the reason for studying history--to learn how others before you reacted to situations and to glean from their mistakes, as well as their successes. The Berlin Airlift is one of the true American triumphs—solving a situation without violence, all in the spirit of freedom. We set out to learn the stories and the lessons of the airlift without knowing that we were soon to implement them in our own lives.

The first lesson that the project taught us was undoubtedly determination. We had worked hard on the project for about six months with no clear definition of what the final product would include and what the process itself would entail. Essentially, we worked one step at a time; we never really knew what the next step would be until we had completed the step before. We were beginning to lose our drive and curiosity and our faith in the project as well. We communicated through long letters complete with our views and feedback on the latest drafts of the treatment and study guide, which were sent by e-mail or fax lines back and forth between the United States, England and Germany. This was a long and frustrating process which taught me the importance of patience. Through these messages, we argued over little things; these debates frustrated us even further. But we kept going. Soon we received word of the trip to Berlin, and it was at that moment that we began to realize that the project was serious and that we couldn't be slackers anymore.

We soon wrote our first treatment which became a basis for discussion on later drafts. Eventually we had a rough-cut of the video which became a basis for discussion on later drafts. The pace at which we were working was astonishing. But we were determined to make the project good. Fourteen months is a long time to work with the same people on the same project; after a while you begin to lose focus. The Berlin Airlift, just like our project, lasted fourteen months; and, like the allies and the veterans of the airlift, we learned that nothing good comes out of stubbornness and disagreement and we also learned the value and importance of just hanging in there.

It is difficult to truly understand the value of teamwork and collaboration until you have worked on a 30-minute documentary with 11 students in three different countries—students of different age, race, backgrounds and opinions than yourself. To understand our effort you must first

understand that our film had physically been produced by one editor and one executive producer in New York City with 11 "content" producers all over the world. The 11 of us worked on the project for well over a year before meeting each other in Berlin one evening in June of 1998—fifty years after the four powers met in Potsdam, on the outskirts of Berlin, to try to work out their differences in opinion. We were all surprised at how well we got along until we met the next day to discuss the project. We didn't all see eye-to-eye about many of the issues and decisions, but after we calmed down we all worked out these differences in our perspectives that were leading to our conflicting differences in opinion. The key-word in our project was collaboration. In fact, the video itself is composed of footage from three different sets of interviews and pulled together with footage of our trip.

The next step after frustration in our disagreement was understanding. What made the project unique and interesting was now also making it difficult. This key component of the project was our different perspectives--and in order to allow our different, sometimes conflicting, opinions to shine through we learned another lesson in understanding. It makes things a lot simpler when you try to understand where someone is coming from, so that you can interpret what they are saying. Once we had reached this point, the group began to pull together and to bond in a surprising fashion. By the third day, we felt that we were all in the same boat, heading for a common goal, and in order to reach this goal, each of us would have to make concessions. We learned to allow others to speak instead of just wanting to speak ourselves and we learned to allow some changes we disagreed with in order to push for changes that we felt strongly about. The culmination of the project, a videotaped pedagogical session in front of over 100 people, was quickly approaching and we had less than three days in which to plan it.

The teamwork we displayed at the session convinced some that we had known each other forever; and, in fact, some of us felt as if that was true. We handled the 12 veterans and one witness on our panel with skill and professionalism, but the most impressive skill displayed was not seen by the audience. Somehow despite a complete lack of planning time, we managed to respect each other and not to run over each other's thoughts. I knew when David was done and Marcella knew that I wanted to say something. Eva knew that Salomey had a question and Momtaz could tell that Matt and Lea had answers. Our unspoken connection was perhaps the triumph and the culmination of the year-long project and the session was just a way of reaching that goal.

Following the session came the debriefing, in which we all talked for about an hour about what we had learned. Afterwards, we all shook hands, exchanged addresses and gathered our belongings. The project was done and our main mission now was to celebrate! After a group dinner, we went to a jazz club in Berlin and didn't leave until 3:00 in the morning! The next morning, we all left our respective host families, our suitcases in tow, and met up to say our final good-byes. The six day trip had felt like a lifetime and I felt closer to these people than I had felt with my friends after a four week summer camp. Teary-eyed and reflective, we boarded our respective airplanes for a

flight home that was almost too short. The DC crew headed home via Frankfurt and retraced one of the exact routes flown in the airlift. Heading back, I contemplated the cycle I had experienced. I had flown into Berlin eager and excited, full of energy, thought, and ideas about how to make contributions to the project. I left these contributions in Berlin, but it felt as though I was leaving with much more. Fred Hall, a veteran of the airlift, said he learned a lot from everyone who participated in the airlift—their project. I was beginning to feel the same way; even though I had left my new friends behind, I was leaving with much, much more.

The trip also had a profound effect on the final product aside from the hours of footage we shot in the city. The decisions that the team had to make were made functionally and rationally and all points were supported with thought-out reasoning. We worked more efficiently together and really began to understand each other. In addition, we all had a greater understanding and appreciation of the event. The hour long train ride a took from West Berlin to East that crossed over the ruins of the Berlin wall had a profound effect on me but I couldn't describe the exact effect it had on the video. Little observations about the amount of construction in the city led to larger understandings and, on a larger scale, greater appreciation of the significance of the Berlin crisis of 1948-1949.

The last hours of our trip represent the final example of the legacy of the airlift in our experience. Exchange of friendship? Of course, I intend to keep in touch with every single one of the 11 students who worked on the project. The cultural exchange of the trip, however, seems to be the point of the film and it seems to have been the predominant theme of our adventures in Berlin. From our first dinner together at a small Italian restaurant in West Berlin, we exchanged phrases, slang—even taught each other a bit of a new language. We showed pictures, told stories, compared fashions, tried new food and met new people. Never before had my horizons been broadened as much as they were during that week. You see, like my study of the Berlin Airlift, it won't be the facts or the dates or the history or even the landmarks that I'll remember, it will be the people and all of the lessons that each one of them taught me that I will carry around with me for the rest of my life.

###

CHILDREN'S EXPRESS

BY CHILDREN FOR EVERYBODY

CE is a news service produced by kids reporting on the issues that affect their lives.

August, 1998

News Service

EXTRA! EXTRA!

Check out this month's stories

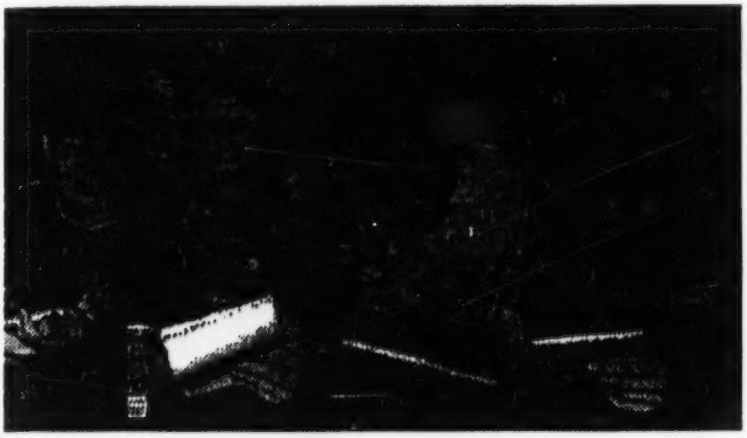
Oprah Talks About Being Herself
Rosie Is A Girl's Best Frien
When A Parent Suffers Fro Schizophrenia
Beyond The Darkness: A Te Conquers Depression

Watch for CE's reports from

UNICEF's World Youth Forum
Braga, Portugal.

Coming Soon!!

The Berlin Airlift:
Reporting History with Childr Express
& The John F. Kennedy Scho Berlin



Letter from the Editor

CHILDREN'S EXPRESS
BY CHILDREN FOR EVERYBODY

Bolthead Communications Group, Inc.

WETA

Maryland Public Television

The Berlin Airlift

Reporting History with Children's Express

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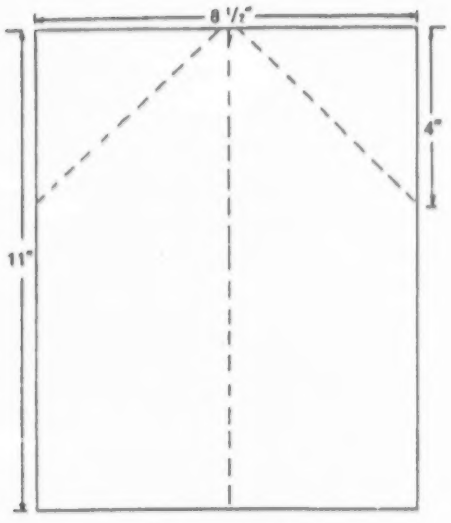
Major support is provided by Daimler-Benz and Mobil, with additional support from the German Information Center, Checkpoint Charlie Foundation and RIAS Berlin Commission

Feed Date and Time: Wednesday October 21st - 17:30-18:00 ET-Frequency 511 - NOLA Code RHIS 000 on the PBS Satellite



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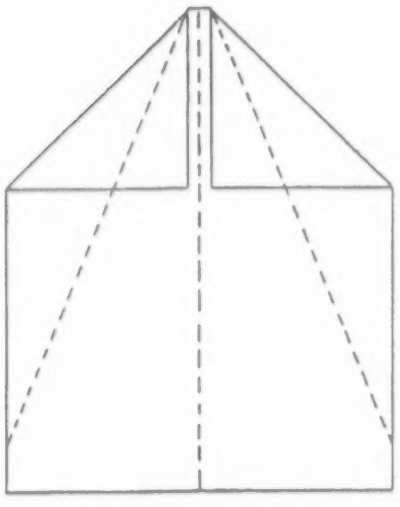

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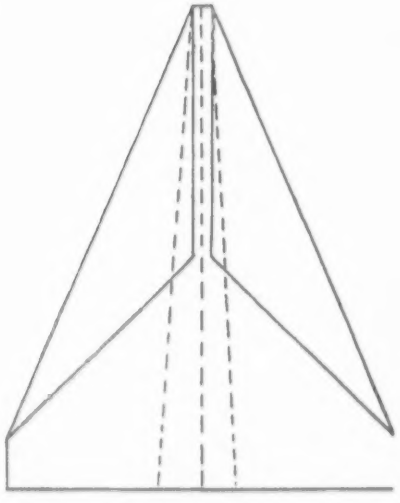
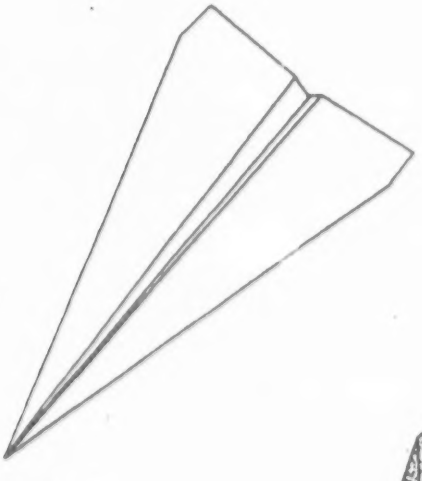


3. Fold away from you
on center line.
Make opposite folds
on dotted lines



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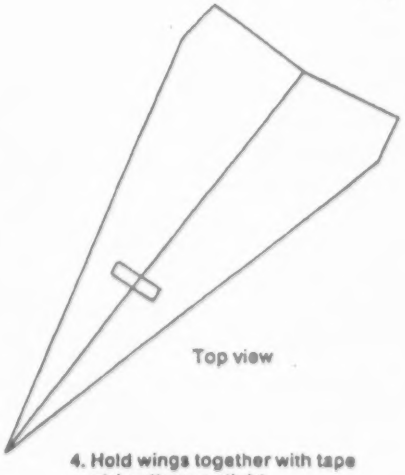
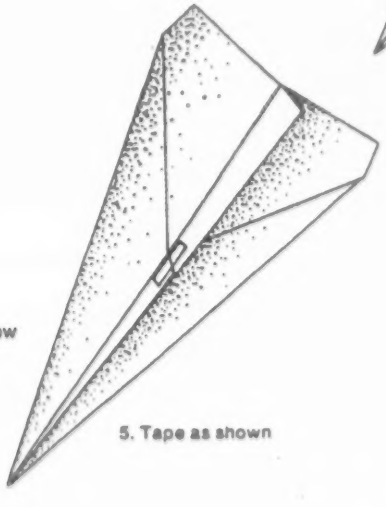


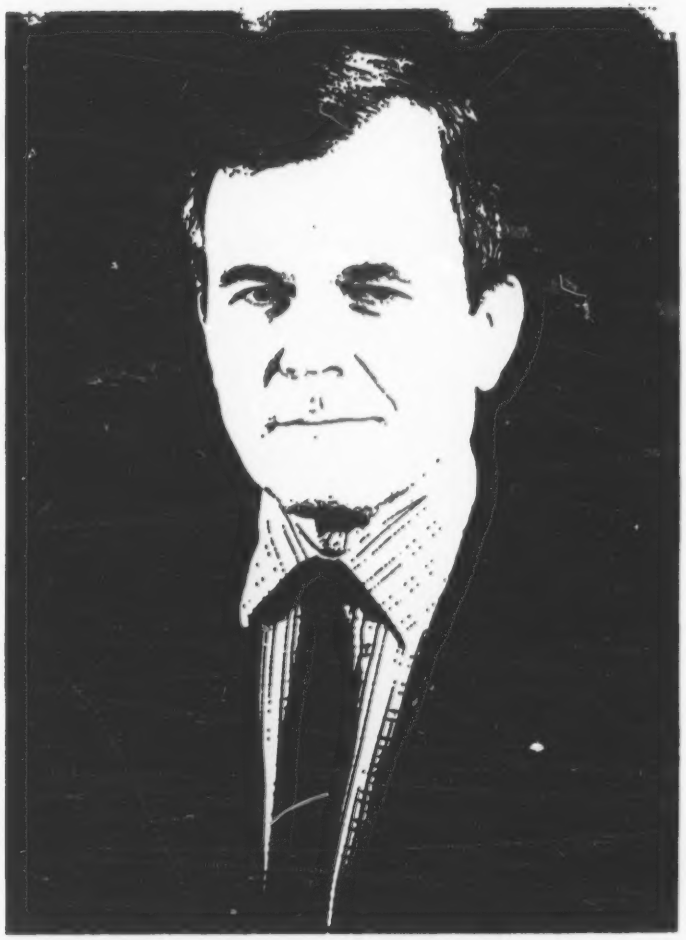
Top view

4. Hold wings together with tape
giving them a slight
upward angle (see photo)



Bottom view

5. Tape as shown



The Berlin Airlift

Reporting History with Children's Express

Pictured on the left: Eight of eleven reporters featured in **THE BERLIN AIRLIFT (1948-49): REPORTING HISTORY WITH CHILDREN'S EXPRESS.** Clockwise from left: Wickraman Purushothaman from the John F. Kennedy School in Berlin, Daniel Ornstein, Matthew Chen, and Marcella Daniel of CE Washington Bureau; Salomey Ainoo from CE London Bureau, Svenja Bruch-Wyman of the John F. Kennedy School in Berlin, Momtaz Begum-Hossein of CE London Bureau, and David Fleischhacker of the John F. Kennedy School in Berlin. Pictured on the right: Robert E. Frye, Producer/Director.